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ABSTRACT

This book is one in the Children's Activity Series of books to promote awareness about health, family life, and cultural diversity for children in kindergarten through third grade. The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum itself. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Each activity begins with a statement of the purpose of the activity and a brief description of the activity "in a nutshell." Other activity sections outline any advance preparation needed to conduct the activity, identify items for student use, detail the steps for the process of the activity, list new words used in the activity, and explain how to integrate lessons into language arts, social studies, and other areas of the primary curriculum. Reproducible masters for student activity sheets and teacher patterns are included for each activity. This book in the series uses the activity format to help young children learn and practice safe behaviors and to avoid dangerous situations. It introduces seven safety concepts that use child-centered activities to prevent leading causes of mortality and morbidity among school-aged children. Topics include motor vehicle, bicycle, pedestrian, water, sports, and fire safety. (NB)

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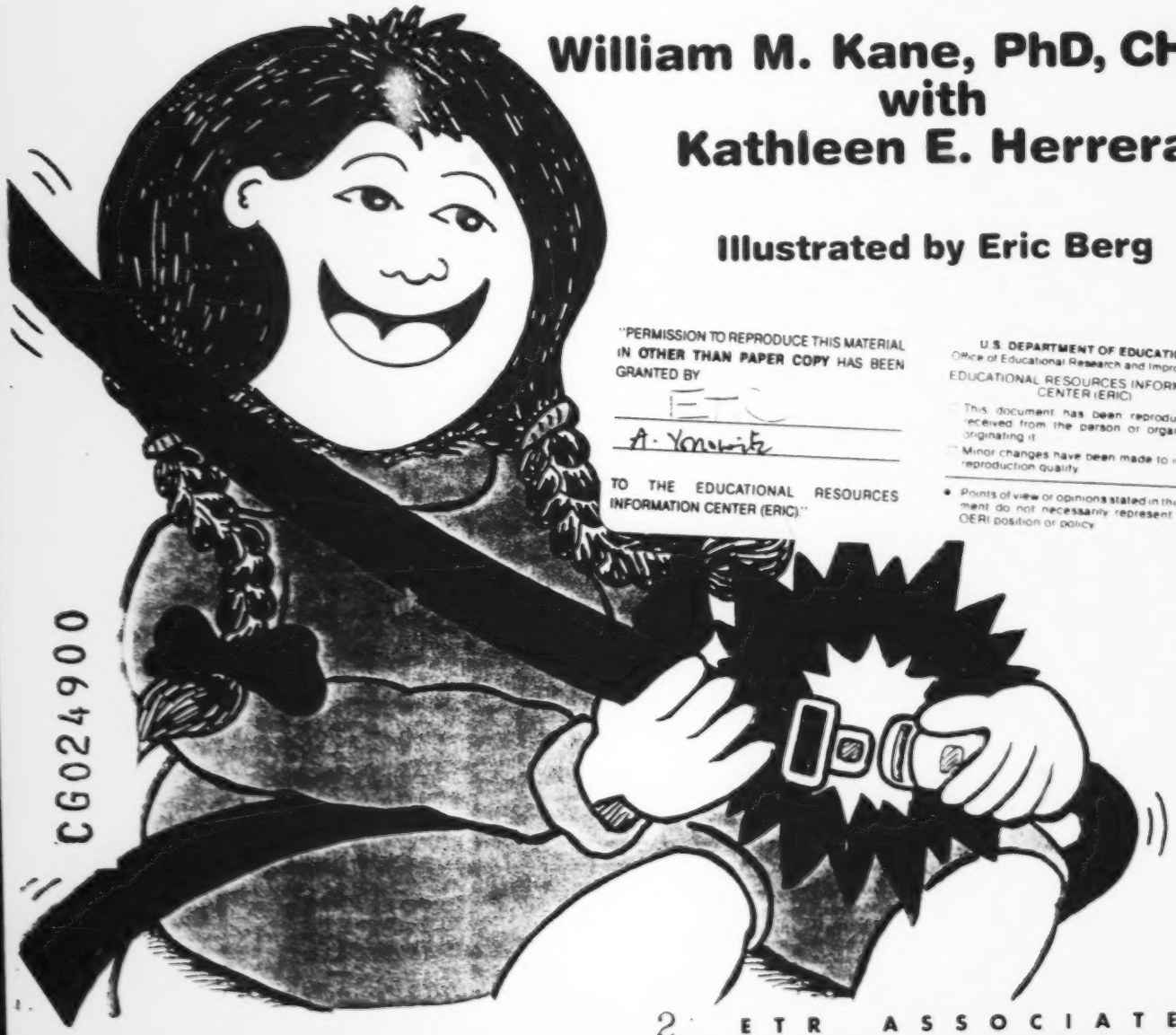
Safety Is No Accident

Children's Activities in Injury Prevention

William M. Kane, PhD, CHES
with
Kathleen E. Herrera

Illustrated by Eric Berg



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Safety Is No Accident

Children's Activities in Injury Prevention

William M. Kane, PhD, CHES
with Kathleen E. Herrera

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ETR Associates
Santa Cruz, California
1993

About ETR Associates

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

About the Authors

William M. Kane, PhD, CHES, is associate professor of health education at the University of New Mexico in Albuqerque. He is a former public school teacher and coordinator of health education and an author of health education textbooks. He has served as executive director of two national health organizations, the Association for the Advancement of Health Education and the American College of Preventive Medicine, and has been active in the establishment of many national health education initiatives.

Kathleen E. Herrera is a bilingual early childhood education teacher. Currently she teaches at the Canocito Community School in Old Laguna, New Mexico. She works primarily with Native American children, and has taught kindergarten and first, second and third grade in her career.

About the Activity Series

This is just one of many titles in the creative **Children's Activity Series** from ETR Associates. Each fun-filled activity book has a companion poster, available in bulk quantities, to reinforce its important health message. Color them in! Hang them up! Send them home! These resource books and posters are designed to help you build students' health skills in school *and* at home! For more information and a free catalog, call toll-free 1-800-321-4407.

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Series Introduction

The **Children's Activity Series** promotes awareness about health, family life and cultural diversity for children in kindergarten through third grade. Each book focuses on a topic that can be difficult for elementary school teachers to address. Activities have been specifically designed to help children grow into adults who:

- feel good about themselves;
- interact with others;
- choose a healthful lifestyle;
- avoid tobacco, alcohol and other drugs;
- are open to the diversity of our world and its cultures; and
- contribute in a responsible way to society.

The books in this series are written to enhance an established curriculum, rather than to serve as the curriculum. They offer ideas for hands-on activities for teachers to integrate into the primary-level curriculum. Teachers can use the various interactive and lively activities as-is or adapt them to meet the needs of their specific situations.

The format of each activity is designed to help teachers easily prepare for the busy hands-on work. The **Get Ready, Get Set...** section outlines any advance preparation needed to conduct the activity. All items for student use are clearly identified in the **Materials for Children** section. The steps for the process of the activity are detailed in the **Here We Go!** section. Reproducible masters for student activity sheets and teacher patterns are found at the end of the activity.

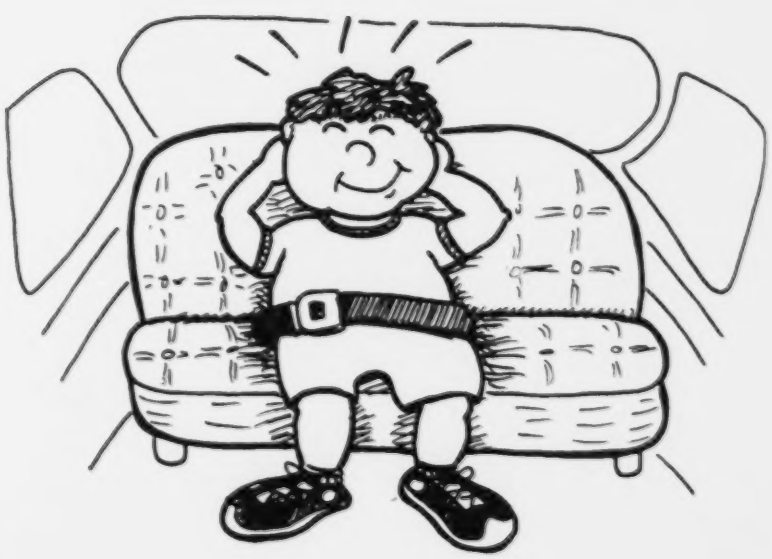
The books in the **Children's Activity Series** are developed by authors familiar with both the content and process appropriate for primary school students in specific topic areas. And most importantly, the activities have been tested with children and have proven to be both educational and FUN.

Authors' Introduction

Nationwide, the mortality rate for children ages one to fourteen is more than 33 deaths per 100,000 population. Forty-eight percent of these deaths, or 15.9 per 100,000, are a result of trauma (injury). Males, children living in poverty, and children of parents with poor formal education experience higher rates of injury than other children.

Ethnic minorities are greatly overrepresented in these low social economic groups. For example, in New Mexico, one of the nation's poorest and most ethnically diverse states, the mortality rate from injury among all children ages one to fourteen is 19.5 per 100,000, exceeding the national average by 23 percent.

Additional data from New Mexico indicate that the death rate for young boys of the same age is 25 per 100,000 and death rate from injury among American Indian chil-



dren of the same age is 37 per 100,000. Educators and parents can expect similar patterns of excess mortality wherever children are living in poverty.

In comparison to other leading causes of death among children, injury causes more than four times as many deaths as the second leading cause, malignant neoplasms (cancer). In addition to deaths from injuries, millions of children sustain permanent disabling injuries each year. Helping children prevent injuries and subsequent disability or death represents a challenge to educators, parents and communities.

America's schools are organizing to meet the challenge and reduce the incidence of injury-related death and disability for children. Data from the state or local health department can help educators identify the specific causes of injury-related death among children in their area.

Data from New Mexico, for example, shows that 21 percent of all injury-related deaths among children ages one to fourteen were from motor-vehicle collisions with pedestrians; 3.9 percent from motor-vehicle collisions with pedal cycles; 35 percent from other types of motor-vehicle incidents; 12.6 percent from drowning; 9.2 percent from fires; 3.9 percent from suffocation; 2.4 percent from falls; 1.9 percent from poisoning; and 1.9 percent from firearms (not homicide). The data for the five to fourteen age group indicates that collisions between motor vehicles and pedestrians account for 16.1 percent; collisions between motor vehicles and pedal cycles for 6.5 percent; other motor vehicles, 45.2 percent; drowning, 11.3 percent; fires, 4.8 percent; suffocation, 4.8

percent and all other, 11.3 percent. Approximately 50 percent of all injury deaths result from injuries sustained as a result of automobile crashes.

Safety Is No Accident: Children's Activities in Injury Prevention introduces seven safety concepts that use child-centered activities to prevent leading causes of mortality and morbidity among school-age children. These injury-prevention activities are based on sound educational theory and proven learning principles.

The activities encourage learning and skill development. They provide opportunities to practice skills and reinforce the practice of safe behavior in the classroom, school, home and community. The activities engage peers, parents and other family members, and adults in the community in enhancing children's learning and practice of safe behavior.

William M. Kane

Kathleen E. Herrera

1 It's No Accident

Purpose

To help children understand that there are no accidents, but that unsafe actions cause injury.

In a Nutshell

Children look at illustrations of events commonly called "accidents" that result in injuries. They then identify the actions that caused the injuries. They complete an activity sheet by identifying unsafe actions.

Get Ready, Get Set...

- Cut apart **Injury** illustrations and mount them on stiff cardboard.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

★ No Accidents! activity sheet
★ red crayons or markers

Here We Go!

1. Show children the word card for *injury*. Ask them what this word means. Help children conclude that an injury is when someone gets hurt. Some injuries are minor, such as a splinter or a scraped knee, and some injuries are major or serious, such as a broken bone or a deep cut that bleeds a lot. Some injuries are so serious that people die from them.

   Ask children to think about why injuries happen. Most children will come up with the term *accident*. Clarify the meaning of the word *accident*. Explain that an accident is something that happens without being planned. Pose the following situation:

   Jerry reached for his glass of milk at dinner and bumped the glass. The glass tipped over and the milk spilled. Was this an accident?

   Most children will say yes, because Jerry did not plan to spill his milk. Ask children if Jerry could have acted differently so that he wouldn't have had the accident. Help children understand that the accident could have been prevented if Jerry had watched a little more closely when he put his hand on the glass.

   Tell children that most accidents are not really accidents at all. They are caused by choices people make. People sometimes choose to act in unsafe ways that cause injuries and damage. Many injuries and much damage are caused by unsafe actions.

2. Show children the **Injury** illustrations and have them describe the unsafe actions shown in each situation. Discuss why these actions are unsafe and the injuries that could result in each situation. Use the following guidelines:

- Playground activities—Using the equipment incorrectly, not climbing carefully or showing off could cause you to fall.
- Baseball—Not wearing a batting helmet is an unsafe action. You are more likely to be seriously hurt if the ball hits you.
- Bicycling—Many serious injuries are caused by not wearing a helmet to protect the head.
- Crossing the street—Crossing the street at any place other than an intersection and not looking carefully for traffic are unsafe actions.
- Riding in a car—Not wearing a safety belt can cause riders to hit the windshield or be thrown out of the car in the event of a crash.

- Bicycling in traffic—Riding in traffic is an unsafe action; injuries may be worse if the rider is not wearing a helmet.
- Roller-skating—Skating in the street is an unsafe action. Injuries may be prevented or reduced by wearing safety equipment such as a helmet and elbow pads.
- Riding in a pickup—Riding in the back of a pickup is an unsafe action.

3. Discuss unsafe actions with children. Explain that an unsafe action is something you choose to do even though you know someone (including yourself) could be hurt by doing it. Sometimes doing something without knowing or having an idea about what might happen can also be unsafe, e.g., playing with an object you've found when you don't know what it is.

   Tell children we always need to think about what we're doing and decide whether the action is safe or unsafe. We need to think about whether someone might be hurt if we do a certain action. Sometimes we need to think about the dangers of an action and compare them to the benefits. Sometimes we need to think about how we can do something in a safer way.

4. Give each child a **No Accidents!** activity sheet and a red marker or crayon. Have children look at the pictures and use the red crayon or marker to circle and draw an *X* through the unsafe actions that could lead to injury or damage. In follow-up discussion, help children conclude that there are no accidents and that unsafe actions lead to injuries.

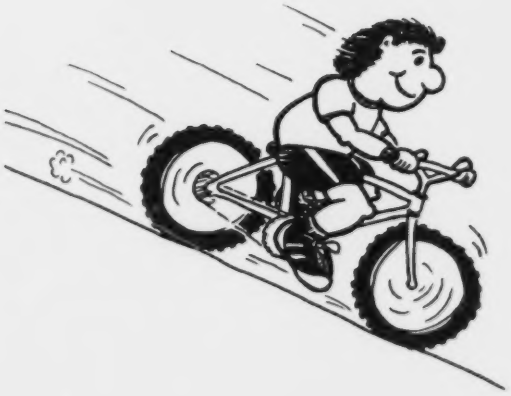
New Words

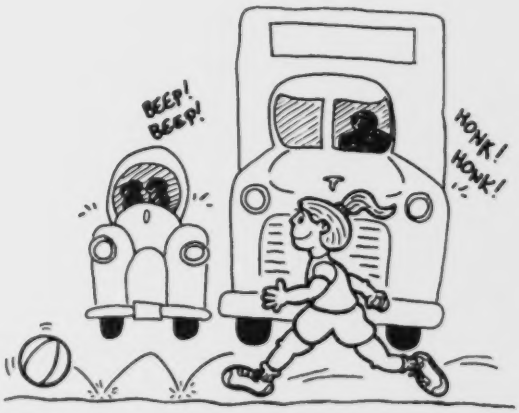
accident, damage, injury, safe actions, unsafe actions

Where It Fits

health, safety, social studies

Injury





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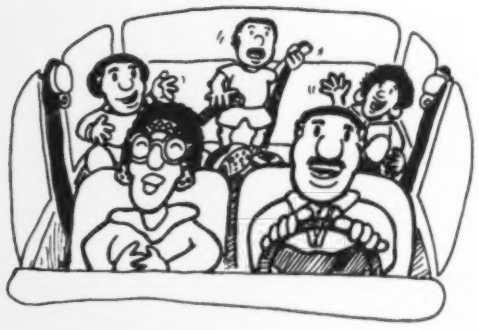
Injury



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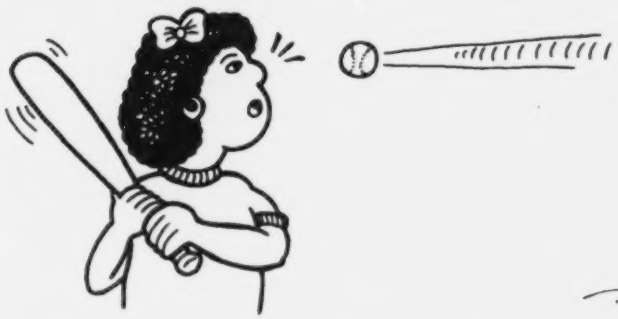
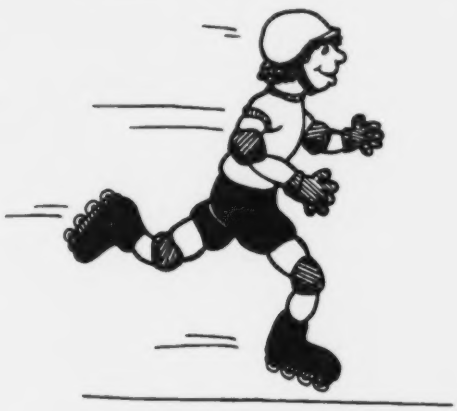
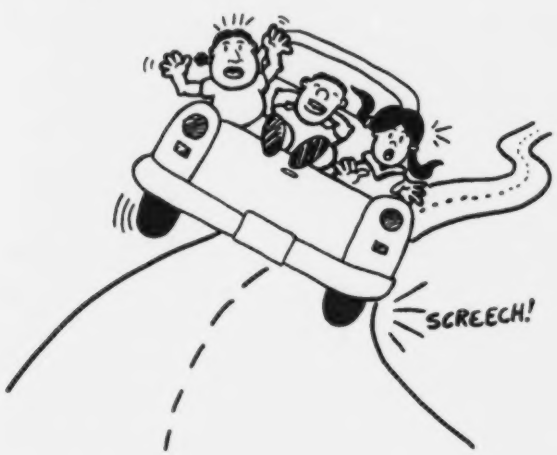
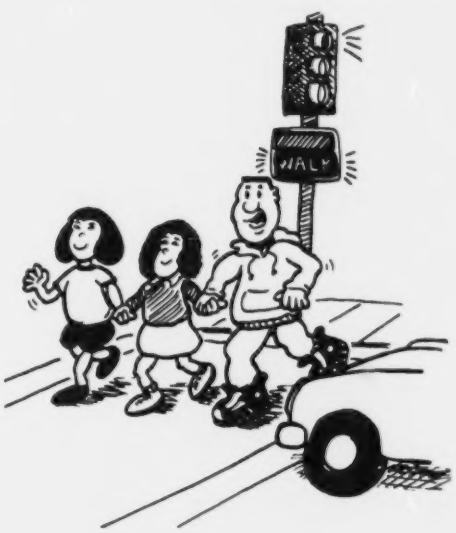
No Accidents!

Directions: Use a red marker or crayon to circle each unsafe action. Then draw an *X* through each unsafe action you circled.









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2 We Can Be Safe

Purpose

To help children recognize safe actions that they can take to prevent injury.

In a Nutshell

Children examine different activities to decide what actions they can take to reduce their risk of injury. They discuss safety plans and ways adults help keep children safe. They then complete an activity sheet by drawing ways to make unsafe actions safer.

Get Ready, Get Set...

- Cut apart **Safe Actions** illustrations and mount on stiff cardboard.
- Review **A Safe Hike** teacher page.
- Cut apart **Adults Keep Us Safe** illustrations and mount on stiff cardboard.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheets for each child.

Materials for Children

- ★ Stay Safe activity sheets
- ★ crayons or markers

Here We Go!

1. Show children the **Safe Actions** illustrations, and discuss the safe actions depicted. Discuss how these actions help keep people safe by preventing injury, using the following guidelines:

   • A. Safety belt—Wearing a safety belt helps keep you safely in your seat in a car crash. It may prevent you from hitting your head on the windshield or dashboard or from being thrown out of the car.

   • B. Bicycle helmet—Wearing a helmet while riding a bicycle protects your head if you crash.

   • C. Skating gear—Wearing knee, wrist and elbow pads and a helmet while skating or riding a skateboard protects you from injury if you fall.

   • D. Supervised swimming—Swimming with a friend and while adults are watching protects you from drowning.

   • E. Batting helmet—Wearing a batting helmet protects your head from being hit by a baseball.

   • F. Playground safety—Playing out of range of the swings on the playground prevents you from being hit by someone swinging.

   • G. Crosswalk—Crossing at the crosswalk helps keep you safe because drivers know to watch for pedestrians in crosswalks.

   • H. Night walking—Wearing white or light-colored clothing or something that reflects light protects you when you're walking at night, because people can see you more easily.

2. Point out the different things we can do to help keep ourselves safe. Some of the safe actions just discussed are simply a result of changing an unsafe action to a safer one; for example, crossing in a crosswalk instead of the middle of the block or deciding to buckle your safety belt.

   Other activities can be made safer by using safety equipment, such as helmets. Sometimes the safe action involves making a safety plan; for example, swimming only with a buddy and with adults nearby.

3. Explain to children that they can learn to plan for safety. Suggest that they consider the following questions when they are planning an activity:

   - What dangerous things could happen if I do this?
   - Do I know anyone who has been hurt by doing something like this?
   - Should I make a safety plan?
   - Do I know any safety rules that will help me be safer while I do this?
   - Is there any safety equipment that will help me be safer while I do this?
   - Do I need a safe friend to help me stay safe while I do this?

   Help children use these questions to plan a safe activity. See **A Safe Hike** teacher page for an example.

4. Explain that children can make many decisions to help keep themselves safe, such as wearing a safety belt or crossing in a crosswalk. But adults also do many things to help keep children safe. Ask children to name some safe actions adults can help children with.

Show children the **Adults Keep Us Safe** illustrations and discuss the activities depicted, using the following guidelines:

- A. Smoke detectors—Installing smoke detectors in buildings helps keep us safe from fire.
- B. Guns—Locking up all guns is a safe action. Stress that children should *never* play with guns.
- C. Fire escape—Planning and practicing fire escape routes at home and at school helps us know what to do in case of fire.
- D. Car safety seats—Buckling small children and babies into car safety seats helps keep them safe in a crash.

Suggest that children may want to talk with their families about how these things are done at home.

5. Distribute the **Stay Safe** activity sheets and crayons or markers. Tell children to draw something in each picture to show a safe action that can help prevent injury.

6. Have each child identify one activity he or she has planned for the next day and describe the action he or she will take to be safe during that activity.

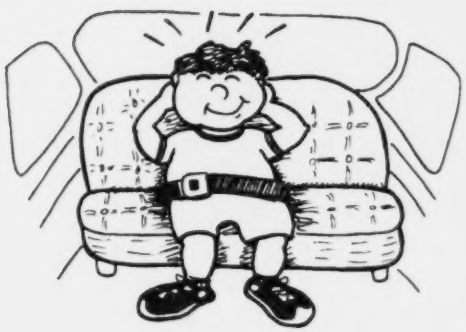
New Words

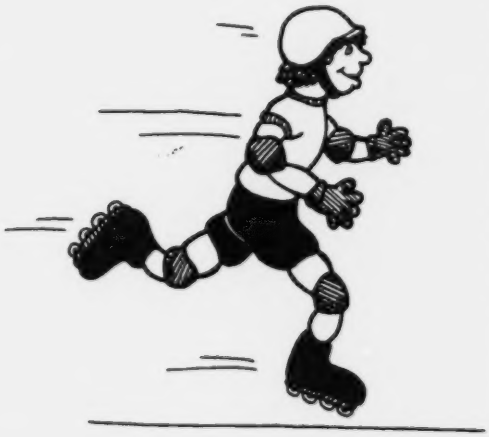
prevent, safety plan

Where It Fits

health, safety, social studies

Safe Actions





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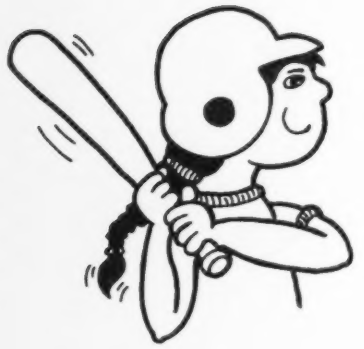
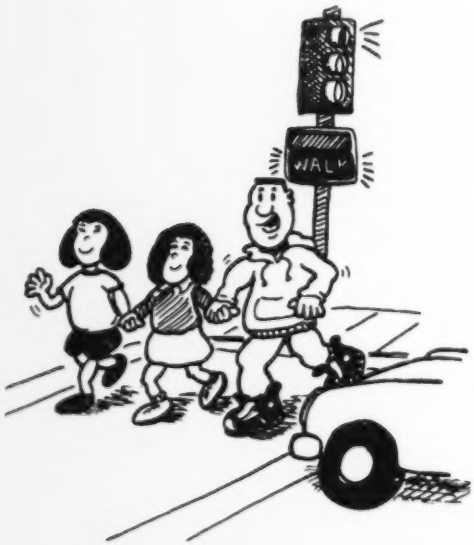
Safe Actions





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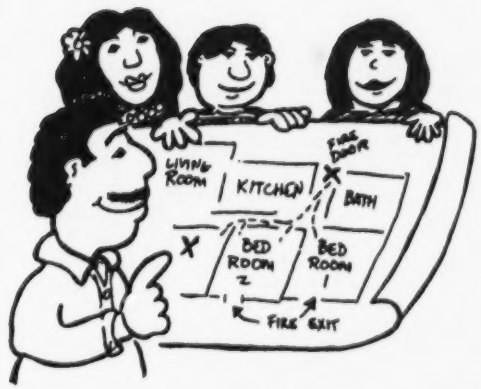
Adults Keep Us Safe



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A Safe Hike

Directions: Help children use the safety planning questions to plan a hike in the mountains.

Question: What dangerous things could happen if I do this?

Possible Responses: I might get lost. I might fall and get hurt. I might get poison ivy or poison oak. I might get caught in a storm and freeze to death.

Question: Do I know anyone who has been hurt by doing something like this?

Possible Responses: (Children may know someone who has been lost in the mountains or may have heard such a story in the media or from friends.)

Question: Should I make a safety plan?

Possible Safety Plans: Check the weather forecast before you go. Leave a map with family or friends that shows where you're going. Plan to take safety equipment with you.

Question: Do I know any safety rules that will help me be safer while I do this?

Possible Responses: Stay on the trails. Take along some water and food.

Question: Is there any safety equipment that will help me be safer while I do this?

Possible Responses: Wear hiking boots or boots with good, tough bottoms. Long pants and long-sleeved shirts prevent you from getting scratched by bushes. A hat protects you from the sun. In case of emergency,

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take a flashlight, matches, mirror, snakebite kit, warm clothing and water.

Question: Do I need a safe friend to help me stay safe while I do this?

Possible Responses: It's safer to hike with a buddy. Be sure to choose someone who understands safety planning and safe actions.

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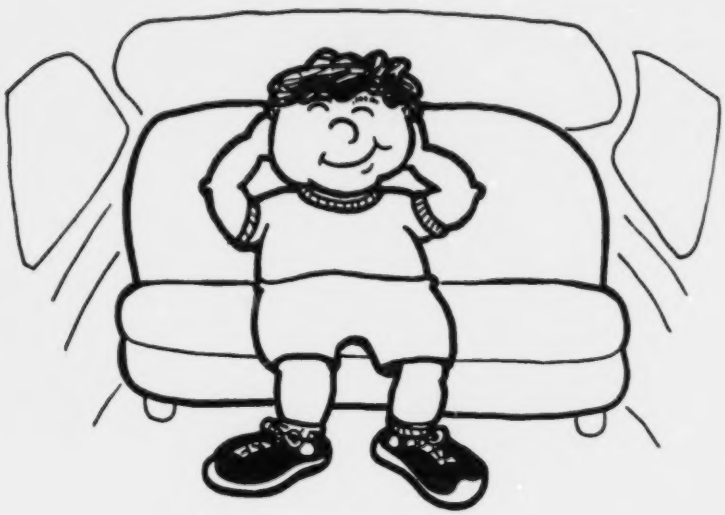
Stay Safe

Directions: Draw something in each picture that will help prevent injury.



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Stay Safe

Directions: Draw something in each picture that will help prevent injury.

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3 Special Equipment Keeps Us Safe

Purpose

To help children understand that using special safety equipment can help prevent injuries.

In a Nutshell

Children look at and discuss various kinds of safety equipment. They then create their own safety design and decorate a personal item with the design. They complete an activity sheet to match safety equipment to the activities it's used for.

Get Ready, Get Set...

- Make a poster from the **Safety Equipment** teacher pages and/or gather actual safety equipment for display in the classroom.
- Review **Equipment for Work and Play** teacher page.
- Have children bring to class a T-shirt, hat, backpack, shoes or other personal article that they can paint.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

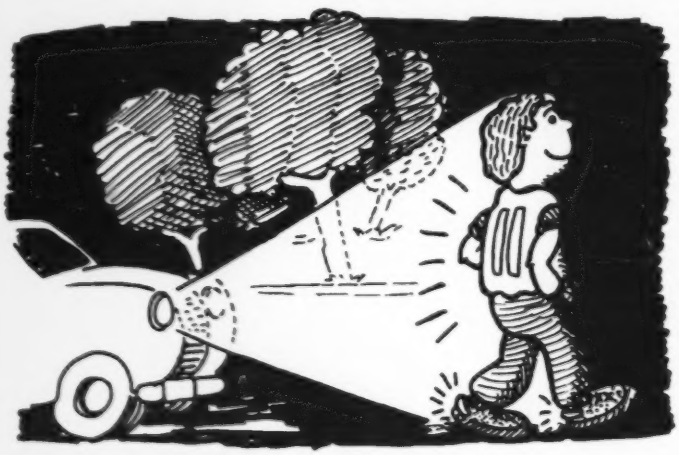
- ★ drawing paper
- ★ crayons or markers
- ★ fluorescent paints and brushes or reflective tape
- ★ Who Needs It? activity sheet

Here We Go

1. Show children the word card for *safety equipment.* Remind children of the earlier discussion (Concept 2) about different ways to make our actions safer. Tell them that using safety equipment is one way we can keep ourselves safe.

2. Show children the **Safety Equipment** poster or the actual equipment you've brought to class. Ask children to identify each item and the activity it's designed for. See the **Equipment for Work and Play** teacher page for some ideas for this discussion.

3. Ask children what safety equipment they use. Tell them that today they will get to make a special piece of safety equipment for themselves.



Ask children what safety equipment would help them be safer when they are walking or riding after dark. Discuss the importance of wearing something that helps people to see you in the dark. Suggest that fluorescent paint and/or reflective tape glow in the dark.

Have children think about a design for safety they could put on a T-shirt or another piece of safety equipment such as a hat, backpack or shoes. Give each child a piece of paper and crayons or markers. Have children draw their safety design on the paper.

Remind them to draw a design that will fit on the safety equipment they'll be using.

Have children use fluorescent paint or reflective tape to copy their designs onto their items of safety equipment.

4. Give each child a **Who Needs It?** activity sheet. Have children match the pictures of safety equipment with the pictures that show activities where the equipment should be used.

New Words

safety design, safety equipment

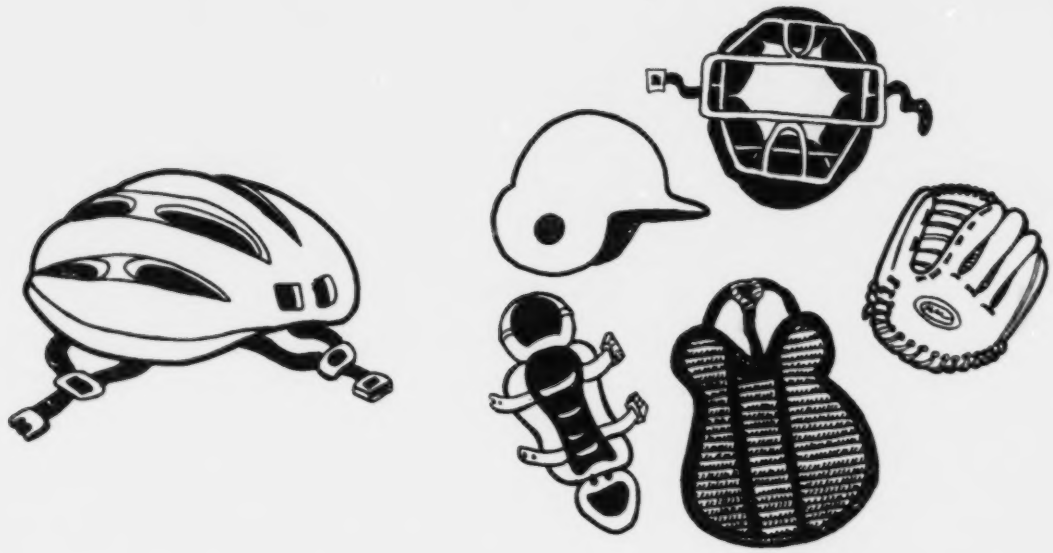
Where It Fits

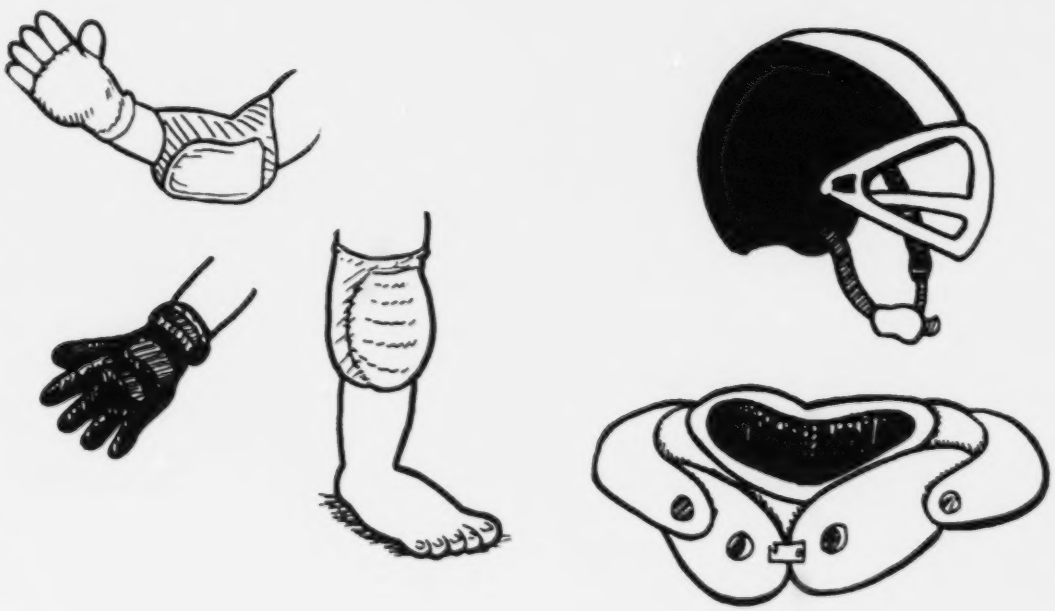
art, health, physical education, safety, social studies

More Ideas

Ask children to write a sentence that describes an after-school activity they will be participating in and identifies the safety equipment they will use for that activity.
Use show-and-tell time to have children describe their favorite activity and how they make that activity safer.
Have children draw and color their favorite play equipment. Tell them to draw one piece of safety equipment and write one safety rule for using that equipment.

Safety Equipment





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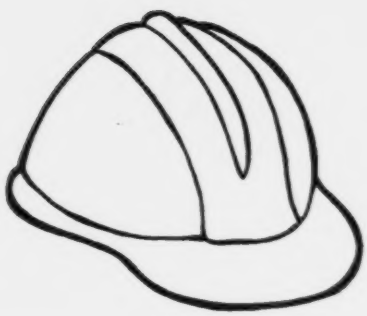
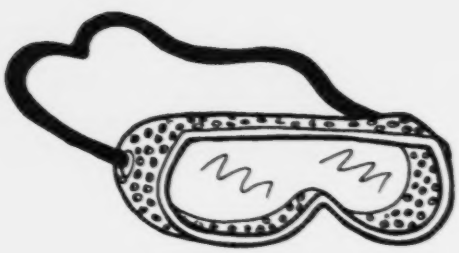
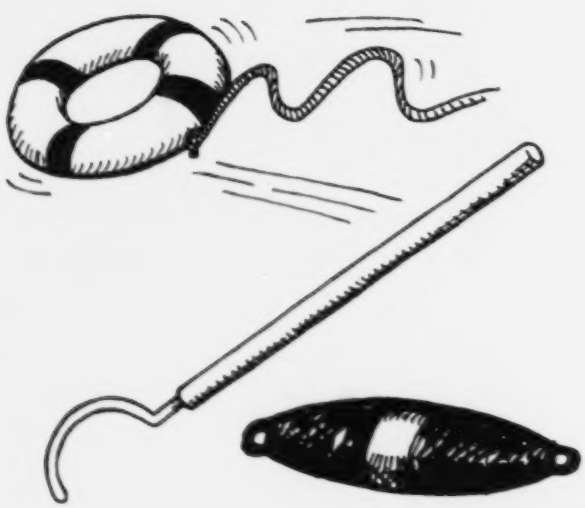
Safety Equipment







Equipment for Work and Play

Sports/Activities	Safety Equipment
softball/baseball	batting helmet, catcher's mask, catcher's shin guards, catcher's chest protector, baseball glove
bicycling	helmet, reflectors, bright clothing
roller-skating/blades	helmet; elbow, knee and wrist pads; gloves
racquetball	protective eyewear
football	helmet; shoulder, hip and elbow pads
construction work	hard hat, steel-toed shoes, safety glasses
welding	protective eyewear, gloves, non-combustible apron
health care work	rubber gloves, sterile masks, protective eyewear
driving	safety belt, flares, flashlight, car seat for babies and toddlers
swimming	sunglasses, protective sun lotion, lifesaving buoy or pole
soccer	shin guards

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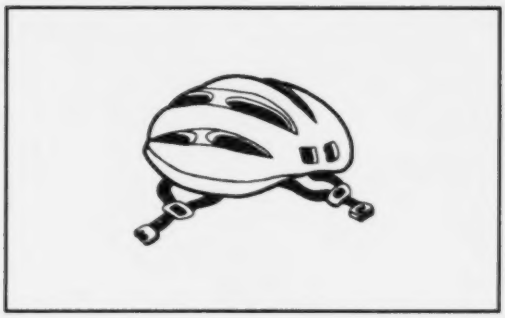
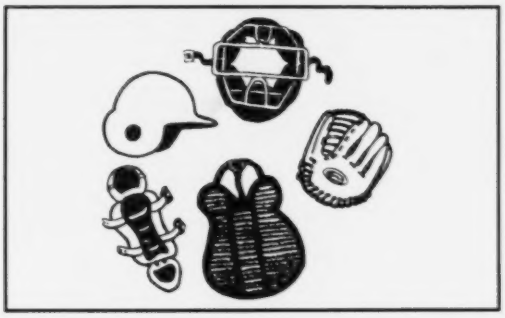
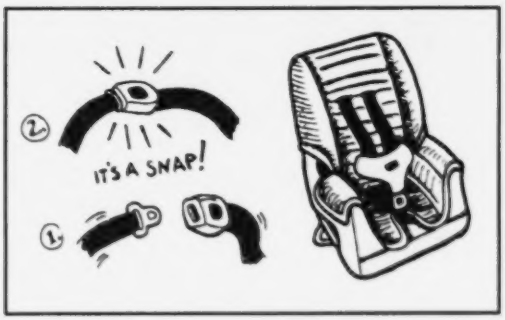
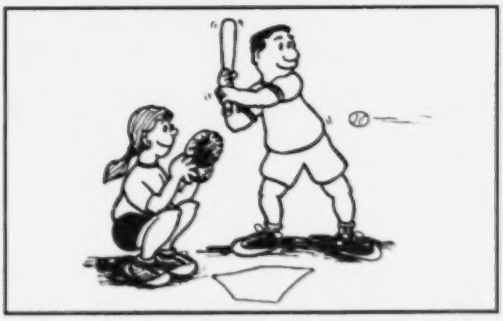
Who Needs It?

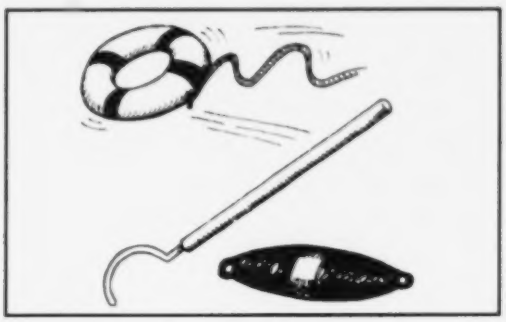
Directions: Draw a line from each piece of safety equipment to the picture that shows when it should be used.

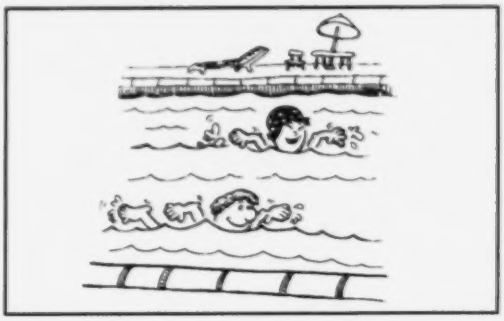












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4 Fire Safety Skills

Purpose

To help children understand that injury can be prevented by practicing safety skills before they are needed.

In a Nutshell

Children watch a demonstration of how smoke rises. Children practice crawling low to escape from a burning building. They take an activity sheet home to plan a home escape route with their families.

Get Ready, Get Set...

- Prepare **Smoke Rises Demonstration**. See **Smoke Rises Demonstration** teacher page.
- Make a poster from the **Crawl Low** teacher page.
- Prepare a map of the classroom and hallways to the exits. (See **School Map *Example*** teacher page.) Make a copy for each child.
- Prepare a place for children to practice crawling low. Use several ten- to fifteen-foot pieces of rope, such as clothesline rope. Pieces should be long enough to stretch across the hallway or tie to chairs to mark pathways for children to crawl through.
- Make signs that say SMOKE to hang on the ropes.
- Prepare word cards using *New Words*.
- Copy activity sheet for each child.

Materials for Children

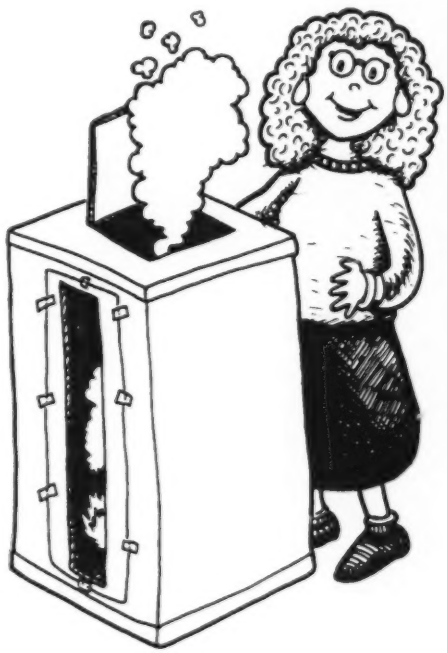
- ★ classroom map
- ★ Home Escape Route activity sheet

Here We Go

1. Lead a discussion of fire. Show children the word card for *smoke*. Ask students what might happen if they breathed (inhaled) smoke. Explain that they would probably cough.

   Tell children that smoke is not good for the body and that coughing is a way the body acts when it is trying to get rid of something harmful. Smoke is a poison. Breathing in too much smoke can kill you.

2. Take children outside for the **Smoke Rises Demonstration**. When children return to the classroom, review how the smoke stayed near the top of the box.



   Note to teacher: Approve this demonstration with school administration before attempting it. You may want to ask adult helpers to assist you in managing children.

   Explain that in a burning building smoke rises just as it did in the box. Smoke rises to the ceiling. As the building fills up with smoke, the smoke level gets lower in the room. But even as more smoke fills the room (or the box), the floor (the bottom of the box) stays smoke free.

3. Ask children how knowing that smoke rises can help them get away from the smoke in a burning building. Show children the **Crawl Low** poster. Explain that if they're in a burning building, they should stay close to the floor to avoid the smoke. Tell children the safest way to escape from a burning building is to stay low and crawl along the floor.

4. Give children a map of the classroom, the hall and two exits. (See **School Map *Example***.) Have children trace the route they could crawl to get out of the building if there was a fire.

   Have children practice escaping from the classroom and school building by crawling. Demonstrate crawling both on the knees and on the stomach. Tie ropes with SMOKE signs attached to chairs in the classroom or hall to indicate the smoke level under which children must crawl.

5. Send the **Home Escape Route** activity sheet home with children. Tell children to ask a family member to help them draw a map of their home and plan an escape route from where the child sleeps to two exits. Encourage children to talk to their families about how to escape from a burning building by crawling low, below the smoke level.

New Words

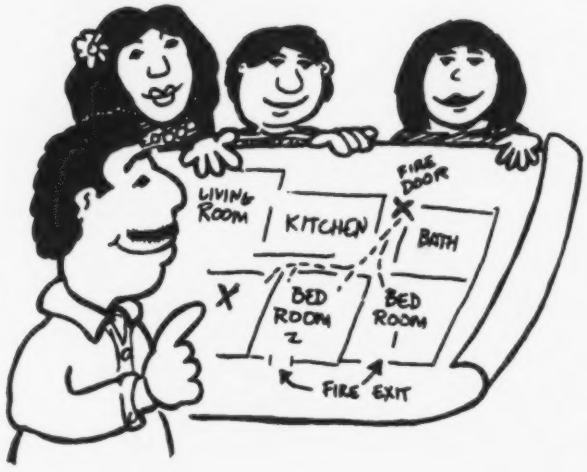
crawl, escape route, inhale, smoke

Where It Fits

health, physical education, safety, science

More Ideas

Add a step to school fire drills to allow children to practice crawling low to escape from a smoke-filled room.



Smoke Rises Demonstration

Materials Needed:

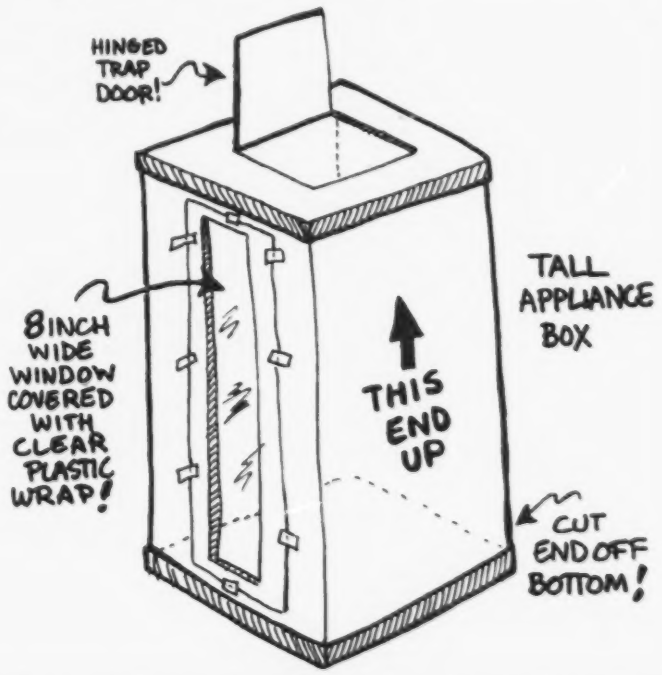
- large box such as a refrigerator or other appliance box
- scissors or knife
- long strip of plastic wrap
- semi-dry grass (to make a smoky fire)
- matches or lighter

Preparation:

Cut an eight-inch vertical strip out of the side of the box, from within a few inches of the bottom to within a few inches of the top. (See diagram.) The bottom of the box should be open.

Tape a piece of plastic wrap over the vertical opening, so the box has a long window in the side.

Cut a hinged trap door that can be opened and closed in the top of the box.



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Procedure:

Working outside, start a small fire with the semi-dry grass.

Place the box over the fire and lift the trap door for a moment to allow smoke to rise.

Close the trap door, and allow smoke to fill the top part of the box.

Remove the box from the fire. Point out to children that the smoke stayed near the top of the box. Explain that smoke rises—in the box and in a burning building.

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Crawl Low

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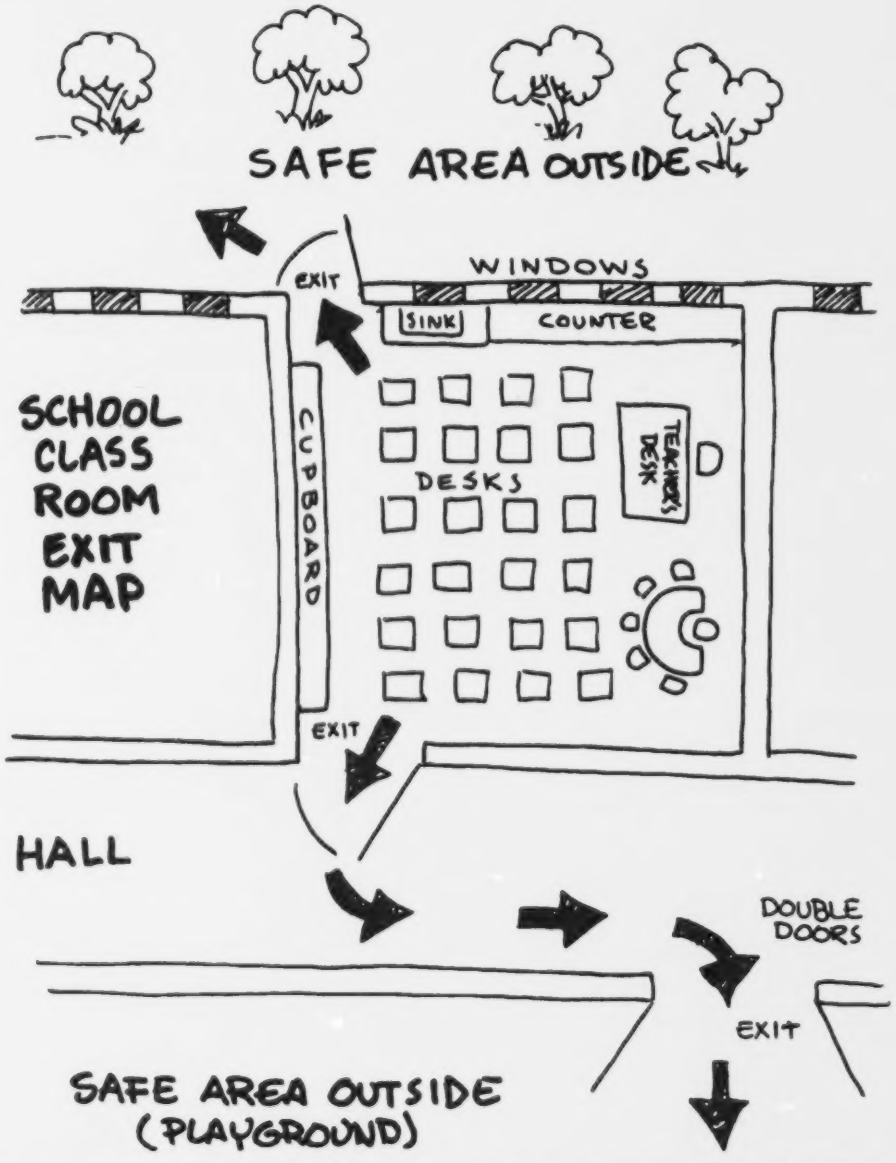
School Map

Example

Directions: Make a map of your classroom and the hallways leading to two exits. The following is provided as an example. Indicate the fire escape routes on the map. Make a copy for each child.



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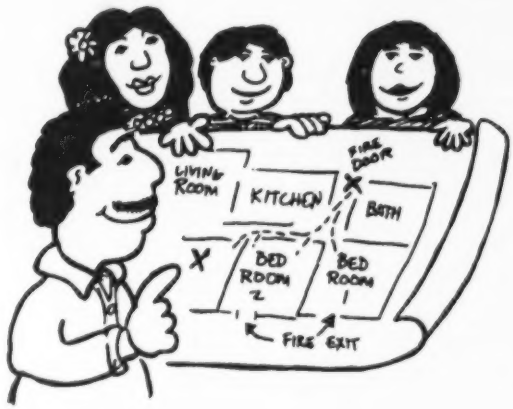
Home Escape Route

Dear Family:



We are studying personal safety and injury prevention, including fire safety. In the box, please help your child draw a map of your home that shows the safest way to get out of the home from where your child sleeps. Plan two possible exits. Choose a place outside for the family to meet.

Your child has learned to crawl low to avoid the smoke from a fire. Encourage your child to demonstrate and practice this skill. Regular fire drills at home help your child act safely in case of a fire.

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5 Worth the Risk?

Purpose

To help children understand the concept of risk and its relationship to health behavior choices.

In a Nutshell

Children hear a story about a special planet and the risk involved in visiting it. They decide how often they would take that risk and discuss their decision.

Get Ready, Get Set...

- Review **Planet Play Story**.
- Prepare word cards using *New Words*.
- Gather materials for children and copy activity sheet for each child.

Materials for Children

★ Planet Play activity sheet
★ pencils
★ crayons or markers

Here We Go

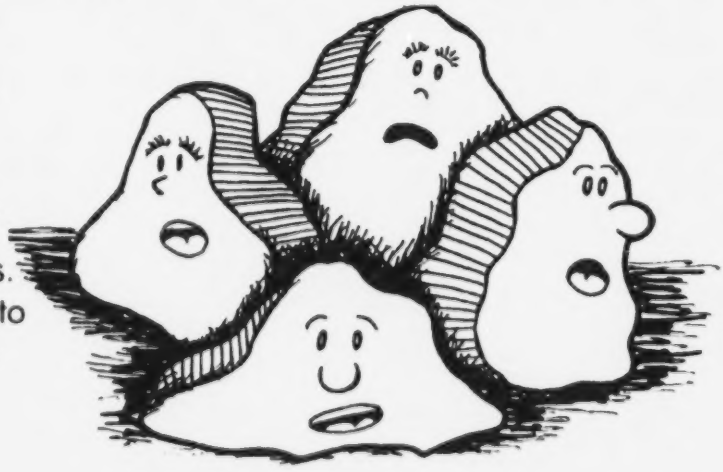
1. Give each child a **Planet Play** activity sheet. Explain that you are going to read them a story about this imaginary place. Tell them to listen carefully, because they will have to decide after the story if they want to visit this place. Read the **Planet Play Story** to children.

2. After you've read the story, have children think about how often they would want to visit Planet Play. Tell them they must make their decision based on the story; don't allow them to offer any "what-ifs."

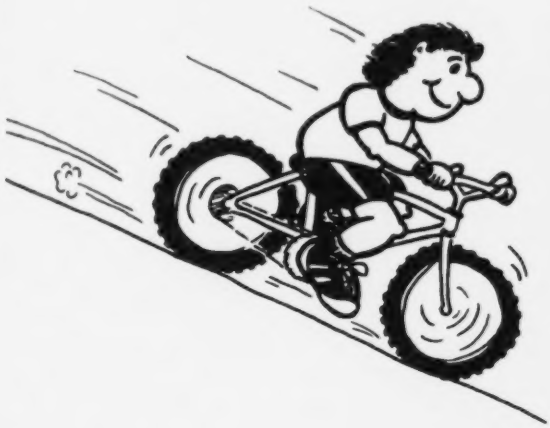
   Ask children not to talk to anyone else about their choices. Have them circle on the activity sheet how often they would visit—once a week, once a year or never.

3. Pass out crayons or markers and let children color the picture of Planet Earth and Planet Play. While children are coloring, circulate through the classroom and tally students' responses on the activity sheet. Write the results of the survey on the board—how many children would visit Planet Play once a week, how many would visit once a year, how many would never visit.

   Then lead a discussion of the responses. Ask children to explain their choices.



4. Show children the word card for *risk*. Explain that a risk is something that could be dangerous. If we take a risk, we take a chance that we could be hurt or injured or even killed. Ask children for some examples of taking risks (crossing the street in the middle of the block, riding in a car without buckling your safety belt, riding a bike without wearing a helmet).



Ask children what the risk was in visiting Planet Play. Help children see that if they decided to go to the planet, they took a risk of being turned to stone if the skyway closed.

Point out that the children who decided they would never go to Planet Play avoided that risk. Ask children what other choices they could make that would avoid risk (refusing to take a dare to walk out on a frozen lake before an adult has said the ice is safe for walking, refusing to ride in a car with anyone who has been drinking, refusing to give someone a ride on the handlebars of your bike).

New Words

planet, risk

Where It Fits

art, health, safety, science, social studies

Planet Play

Directions: Listen to the story about Planet Play. Circle how often you would visit Planet Play. You may color the planets.

I would visit Planet Play:

once a week once a year never

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Planet Play Story

We live on Planet Earth. There are good things and bad things on Planet Earth. Pretend that there is a special skyway that leads from Planet Earth to another planet called Planet Play.

Planet Play has lots of wonderful things. It has fry bread, cakes, video arcades, rodeos, fiestas, circuses, swimming pools, horses, skating rinks, roller coasters and a wonderful beach. No one who visits there has to go to school, and everything is free.

Planet Play is a wonderful place. People from Planet Earth often travel through the skyway to visit Planet Play. They have fun all day long, but Planet Play closes before dark. Then everyone must go back through the skyway to Planet Earth.

Everyone must leave Planet Play while it is still light. Anyone who stays there after dark will be turned into stone and will never be able to think or talk or move again.

Once in a while, the skyway closes before people have left Planet Play for the day. Then, no one on Planet Play can get through the skyway to come back to Planet Earth while it is still light. Everyone who went to Planet Play that day is turned to stone.

Pretend that you have the chance to visit Planet Play as often as you like. But remember, you never know when the skyway will close, and you might be stuck on Planet Play after dark. How often do you think you would visit Planet Play—once a week, once a year or never?

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6 Choosing Safe Friends

Purpose

To encourage children to choose friends who will help them take safe actions.

In a Nutshell

Children discuss the characteristics of safe friends and brainstorm how community helpers can be safe friends. They then make cards to invite community helpers to become their safe friends.

Get Ready, Get Set...

- Review **Safety Themes** teacher page.
- Prepare the **Safe Friend Invitation *Example***.
- Set up an art center with materials to make greeting cards: card stock and/or construction paper; crayons, markers or paints; scissors and glue.
- Arrange for adult helpers to work with children at the art center.
- Prepare word cards using *New Words*.
- Gather materials for children.

Materials for Children

★ envelopes and postage stamps (optional)

Here We Go

1. Remind children of the planning for safety questions from Concept 2. One of the questions is, Do I need a safe friend to help me stay safe while I do this? Tell children that today they're going to learn more about choosing safe friends.

   Ask children what kind of people are safe friends. What do safe friends do? You may want to write children's responses on the board. Help children develop a list of what safe friends do, similar to the following:

   - think about what might happen before they act
   - help others in an emergency
   - make safety plans, plan ways to be safe in all the things they do
   - wear and use safety equipment
   - help others think and act in safe ways
   - look at homes, schools and play areas to be sure they're safe
   - ask adults to help them be safe
   - make and follow safety rules

2. Discuss things that safe friends don't do. A list of things that safe friends *do not* do might include items such as the following:

   - dare others to do things that are unsafe
   - try to talk others into doing things that are unsafe
   - ignore safety rules
   - do unsafe things because someone dared them to
   - ignore other people's safety plans
   - do things without using the right safety equipment
   - play with people who are doing unsafe things

3. Explain that many people in the community help us stay safe. Discuss some community helpers and their roles (relatives, crossing guards, coaches, teachers, church friends, social workers, nurses, community health workers, neighbors, fire fighters, police officers).

   Brainstorm with children what these community helpers do to help children be safe. Ask children to choose one community helper whom they would like to invite to be their safe community friend.

4. Tell children they are going to design a special safety greeting card for their safe community friend. Show them the **Safe Friend Invitation *Example***.

   Have them choose one of the community helper safety actions they've brainstormed to include on the card.

   Rotate children into the art center to work on their cards. Have children draw a picture of their safety helper and his or her safety action on the front of the card. Then they can write a message inside asking the community helper to be their safe community friend. Older children may want to list some of the ways the community helper keeps them safe.

   Note to teacher: If children have difficulty writing, have adult helpers at the center write the messages for them.

New Words

community helper, safety action

Where It Fits

art, health, safety, social studies, writing

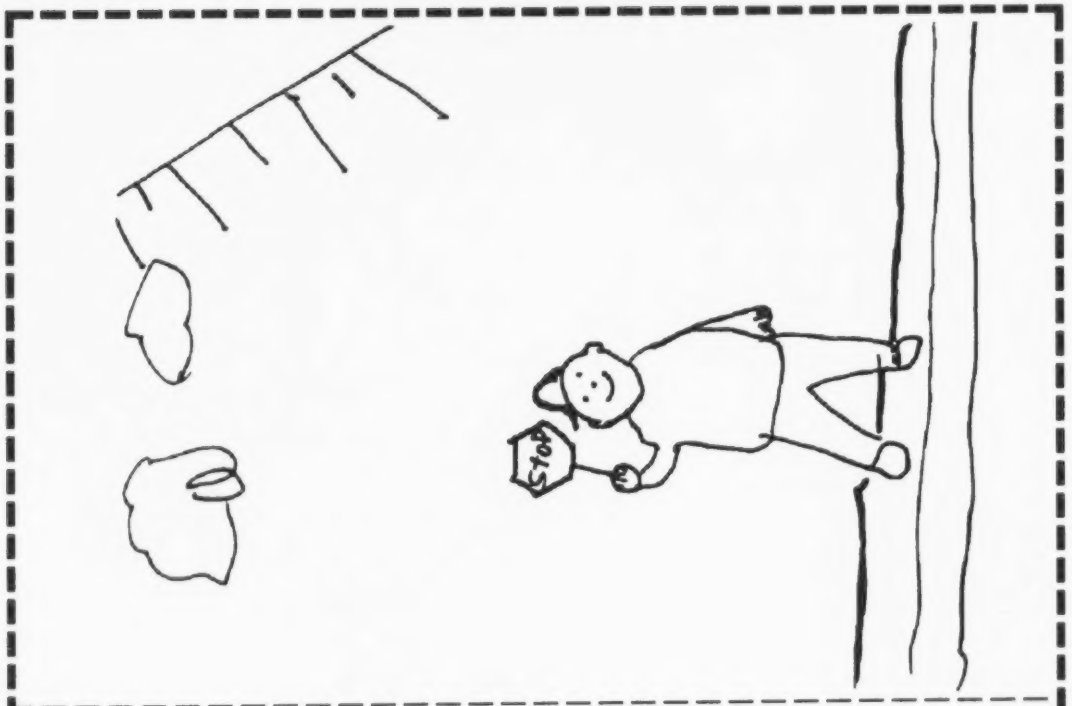
More Ideas

Provide envelopes for children to mail their safety greetings. Demonstrate how to address and place postage on an envelope. Discuss where and how mail is sent. Help children mail their cards to their safe friends.

Invite some of the safe friends to come to the classroom to visit with children and talk to them about community safety.

Safe Friend Invitation

Example



fold

cut

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You help me cross the Street. Please be my Safe friend!

7 Safety for All Seasons

Purpose

To involve children in activities that encourage ongoing safety awareness.

In a Nutshell

Children discuss safety rules and tips related to the current season and the month's activities. Safety tips are listed on posterboard and added to a classroom calendar. Children then draw pictures of current home and school activities, illustrating safety aspects of the activities.

Get Ready, Get Set...

This concept can become part of a regular calendar activity. If you're not already using one, post a large calendar in the classroom on which to write the month's events and safety messages related to these events and the current season.

- Review **Seasonal Safety Themes** teacher page.
- Review **Safety Rules and Tips** teacher pages.
- Have a large piece of posterboard and markers.
- Review **Safety at School** and **Safety at Home *Examples***.
- Prepare a bulletin board titled "How We Stay Safe."
- Gather materials for children.

Materials for Children

★ drawing paper
★ crayons or markers
★ pencils or pens

Here We Go

1. Review with children the idea of planning for safety (Concept 2). Tell children that today they're going to use the calendar to help them plan for safety. They can use the safety tips and safety rules they've been learning during these activities.

2. Help children identify the season and any upcoming special events (Halloween, fiesta, holidays, swimming, snow sports). Write the month's special events on the classroom calendar. Ask children to brainstorm some safety issues related to the season or holidays. See the **Seasonal Safety Themes** teacher page for some ideas.

   Discuss possible safety tips and safety rules for the seasonal activities and holidays. Will any of these activities require safety equipment? Can children make a safety plan for any of the events? List rules, tips, equipment and plans on a large piece of posterboard. This is a good time to reinforce general safety rules as well. See the **Safety Rules and Tips** teacher pages for some ideas.

3. Discuss the **Safety at School** and the **Safety at Home *Examples***. Talk about the possible risks, safety rules and safety equipment needed.

   Give each child two pieces of drawing paper and art supplies. Have children write SCHOOL on one piece of paper and HOME on the other.

   Ask children to pick an event or activity that relates to school. Have them think about the risks and safety rules and then draw a picture of the safe way to do this activity on the paper marked SCHOOL.

Have children do the same for a home activity on the page marked HOME. Remind children to be sure to include any safety equipment they need for the activities in their pictures.

Post the safety tips and rules listed on posterboard on the "How We Stay Safe" bulletin board. Add children's pictures to the bulletin board display.

Where It Fits

art, health, safety, social studies, writing

More Ideas

As a regular part of your calendar activities, continue to discuss safety tips and rules related to the current season and upcoming events.

Seasonal Safety Themes

Seasons	Themes
Fall	walking to school walking after dark leaf burning chopping wood
Winter	cold-weather clothes falling on the ice frozen lakes and ponds going out in cold weather frostbite hot stoves and fires
Spring	bicycle riding snake bites flooded ditches and arroyos
Halloween	nighttime walking candy, apples and other items
Thanksgiving	Many people travel, so it is important to buckle up. It's not safe to ride in a car with a driver who has been drinking.
Christmas	new toys Christmas tree lights candles

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Safety Rules and Tips

Spring/Summer

- Always wear a helmet when riding a bicycle or a skateboard.
- Never ride two people on a bicycle built for one.
- Never ride a bicycle at night.
- Always wear knee and elbow pads and gloves while roller-skating or skateboarding.
- Never roller-skate in the street.
- Never attempt to walk or swim across a swollen river or ditch.
- Always swim with a buddy.
- Always wear a hat and sun-screen when out in the sun.
- Wear a life jacket when riding in a boat.
- Wear a batting helmet while at bat in baseball.

Fall/Winter

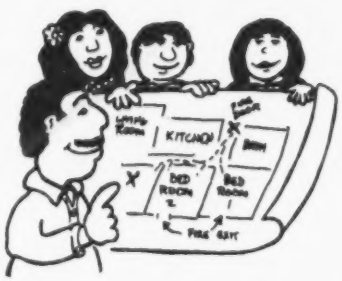
- Wear warm clothing in cold weather.
- When ice-skating on a lake, pond, river or other frozen body of water, skate with a partner.

- Always turn the Christmas tree lights off when leaving the room.

Safety Rules and Tips

Home/School

- Check your home smoke alarm the first of every month.
- Have an escape plan in case of fire.
- Practice your fire escape plan once a month.
- Don't play around a hot stove or fireplace.
- Never touch a gun.
- If another child has a gun or an adult is not acting properly with a gun, leave and find a safe friend to tell.



- If you are around other kids or adults who are fighting, leave and find a safe friend to tell.
- Never use an electrical appliance around water.
- Never put a radio, stereo or other appliance on or near the tub or sink.
- Never leave medicine where it can be reached by small children.
- Stay in your seat while the school bus is moving.
- Always turn pot and pan handles toward the back of the stove when cooking.

Safety Rules and Tips

General

- Always consider possible risks and make a safety plan for new activities.
- Always wear your safety belt in a car.
- Always lock the door when riding in a car.
- Never ride with a person who has been drinking alcohol.
- Always walk facing traffic.
- Always wear white and/or reflective material when walking at night.
- Cross the street only at crosswalks.
- Never walk into the street from between parked cars.
- Never talk to strangers.
- Always check with an adult before you eat things given to you by strangers.

Safety at School

Example

Risks: Getting hit by a baseball or bat.

Safety Rules:
Always wear a batting helmet.
Always use a baseball glove.
Catcher should wear safety equipment.
Don't throw the bat after you hit the ball.

Safety Equipment:
batting helmet
baseball glove
catcher's mask, shin guards, chest protector

Safety at Home

Example

Risks: Falling through the ice.

Safety Rules:
Never skate alone; always have a buddy with you.
Always check with an adult first to make sure the ice is safe to skate on.
Always tell someone where you're going.

Safety Equipment:
warm clothes
rope at the pond for emergencies

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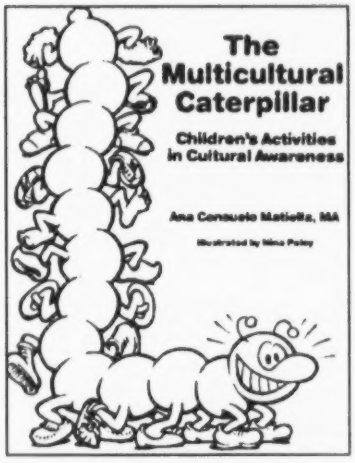
More Hands-On Health Activity Books!



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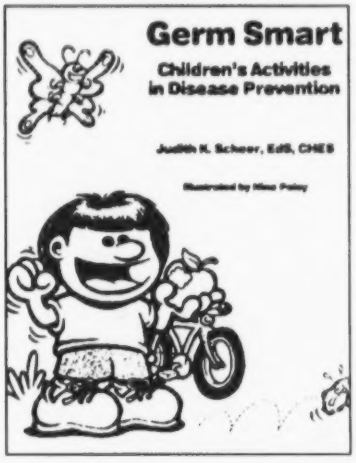

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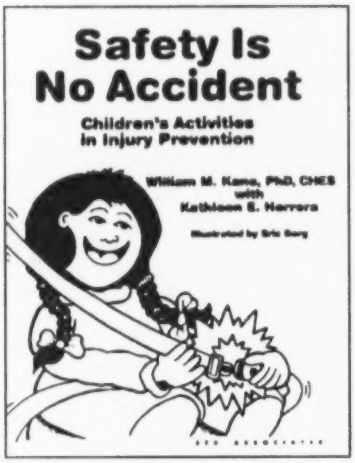

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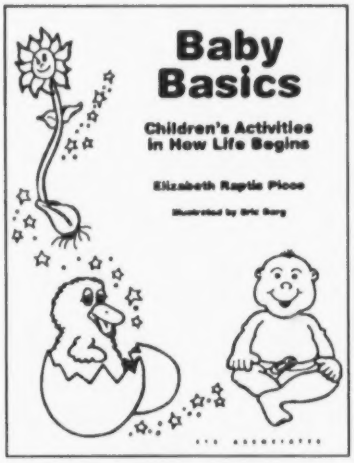

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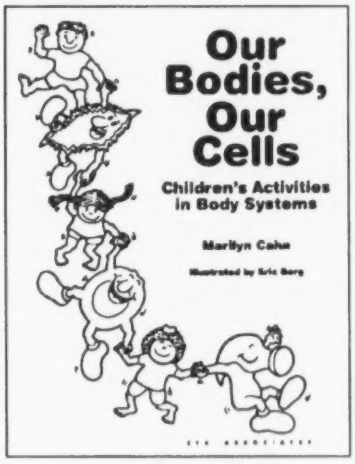

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